RTI for Literacy: Strand A

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Overview of today's session

- NH RESPONDS: A Blended Problem Solving/Standard Protocol RTI model
- Steps in Establishing RTI in your school
- Roles and Charges of the Universal Team
- Literacy Universal Team Checklist
  - Lessons Learned
- RTI Tools
- LUnTCh with Teams

Outcomes

Understanding of:

- A Blended Problem-solving/Standard-Protocol model of RTI
- Development of a Literacy Universal Team
- Tools to use in starting up RTI in your school
  - Collaborative Team Checklist
  - PET-R
  - “Taking Stock”
  - LUnTCh

Action Planning using the LUnTCh

Responsiveness to Intervention (RTI) Batsche et al. (2006)

RTI is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions.”

Two models of RTI:

- Problem Solving

The **problem solving approach** uses interventions, selected by a team, that target each student's individual needs. This approach has been used in schools for more than two decades.

- Standard Treatment Protocol

The **standard treatment protocol approach** uses one consistent intervention, selected by the school, that can address multiple students' needs. This approach is supported by a strong research base.

The IRIS Center (2007)
http://iris.peabody.vanderbilt.edu

	Problem Solving	Standard Treatment Protocol
Tier 2	Students whose progress in Tier 1 is not adequate receive additional support. 1. A team makes instructional decisions based on an individual student's performance. The team identifies the academic problem; determines its cause; and then develops, implements, and evaluates a plan to address the problem. 2. Students are presented with a variety of interventions, based on their unique needs and performance data. 3. Interventions are flexible and individualized to meet a student's needs.	Students whose progress in Tier 1 is not adequate receive additional support. 1. The person delivering the intervention makes instructional decisions following a standard protocol. 2. Students with similar needs are presented with one standard, research-validated intervention. 3. The intervention is delivered in a predetermined format that may address multiple skill sets. This allows for greater quality control (i.e., treatment fidelity is easier to monitor given the ease of implementing a single intervention).

Problem Solving

- Approaches rely on the careful collection of data on students' performance in response to treatment.

- Supporters of the model believe no student characteristic (e.g., disability label, race, SES, neighborhood) dictates *a priori* what intervention will work. Nor will a given intervention be effective for all students of a particular group, irrespective of how exclusively the group may be conceived. Fuchs, Mock, Morgan, Young (2003)

Problem Solving

- NH RESPONDS RTI for Literacy Model uses some of these features.
- Academic achievement problems may be defined using curriculum-based measures (CBM) and [proficient] peer-referenced expectations for performance.
- CBM norms for growth used to set individual goals formulated to reduce discrepancies between individual and [proficient] peer performance Deno, 1985, 1989; Marston, Reschly, Lau, Muyskens, and Cante, (2008)

Standard Protocol

- Requires use of the same empirically validated treatment for all children with similar problems in a given domain.

- Everyone knows what to implement, it is easier to train practitioners to conduct one intervention correctly and to assess the accuracy of implementation.
  Fuchs, Mock, Morgan, Young (2003)

Standard Protocol

- NH RESPONDS RTI for Literacy Model uses some of these features.

- Tier 2 interventions are provided to small groups organized by skill need (Big 5, Whole-to-Part model). Interventions are selected based on their evidence for addressing the identified skill.

Considerations for Identification and RTI

- "RTI implementation can be conceptualized in one of two ways: as a *framework for enhancing instruction and improving student outcomes, …* and as a *means of identifying students with specific learning disabilities.*"
  - Note: legal definition of RTI – determination of LD

- NH RESPONDS RTI for Literacy, consistent with the RTI Task Force and the NH Literacy Action Plan, conceptualizes RTI as the former.
- Much of the RTI for Literacy literature is produced by leaders in learning disabilities and highlights how RTI can be applied for special education identification.
- NH RESPONDS RTI for Literacy will collaborate with schools to align their RTI and special education identification systems, as requested by individual schools, and does not endorse nor promote establishing RTI *primarily* as a more formal, diagnostic tool to assist in special education eligibility.

Special Education & RTI for Literacy

- Students may be identified with a specific learning disability, or any other disability, and be receiving special education services … AND… may be receiving instruction in any Tier at any given time (ALL get Tier 1).

- E.g., A student could respond to Tier 2 interventions, return to Tier 1 only. At a later time that same student might not respond and go back to receiving Tier 2 for a period of time.

NH RESPONDS – RTI for Literacy Blended model

- Using components of both (PS and SP) models
  - Individualized Interventions (PS)
  - Use of CBM for Progress Monitoring (PS)
  - Skill grouping at Tier 2 (SP)
- RTI Conceptualization
  - A framework for enhancing instruction and improving student outcomes (primary), and
  - Using data to inform special education eligibility decisions (secondary)

NH RESPONDS – Consistent with NH Literacy Action Plan & NH RTI Task Force:

Tier I: General Education: All Students

- Scientific-based reading instruction and curriculum emphasizing 5 critical elements of beginning reading
- Multiple grouping formats to meet student needs
- Core instruction = 90 minutes per day (or more)
- Benchmark assessment at beginning, middle and end of the academic year
- General education classroom/general education teacher
- Ongoing professional development

NH RESPONDS – consistent with NH LAP & NH RTI Task Force: Tier 2 (Targeted) Instruction

- For students identified with marked reading difficulties and who have not responded to Tier I efforts (**6-8 weeks**)
- Specialized scientifically based reading program(s) emphasizing the **5** critical components
- Homogeneous small group instruction (1:3-5)
- **Minimum of 30 minutes per day** in small group *in addition to* 90 minutes of core reading program
- Progress monitoring (twice) a month on target skills to ensure adequate progress and learning
- Setting designated by school (within or outside of general education class)
- Personnel determined by school (classroom teacher, reading specialist, external interventionist)

NH RESPONDS – consistent with NH LAP & NH RTI Task Force: Tier 3 (Intensive, Individualized)

- For students identified with marked difficulties in reading or reading disabilities and who have not responded to Tier I and Tier II efforts
- Sustained, intensive, scientifically based reading program(s) emphasizing the 5 critical components
- Homogeneous small group instruction (1:1-3)
- Minimum of two, 30 minute sessions per day in small group or 1:1 *in addition to* 90 minutes of core reading program
- Progress monitoring (twice) a month on target skills to ensure adequate progress and learning
- Appropriate setting designated by school
- Personnel determined by school (classroom teacher, specialist, external interventionist)

STEPS in Establishing RTI for Literacy in Your Schools

- Now
  - Establish Team
  - Define RTI
  - Educate faculty/staff/families/community
  - Clarify priorities of staff and administration
- Next
  - Faculty and Staff Buy-in (Vote)
  - Evaluate current curriculum
  - Evaluate current assessment
- Later
  - Determine professional development
  - Determine instructional fidelity of implementation

Literacy Universal Team
Lessons Learned from Year 1

- Establish Commitment
- Establish & Maintain Team
- Self Assessment
- Screening
- School Wide Curriculum for Literacy Instruction
- Establish and Monitor for RTI

Establish Commitment

- Administrative Support
  - Top Priority

- Faculty and Staff Buy-in
  - Providing information to all stakeholders

Establish and Maintain Team

- Role of Family Members
- Building a TEAM
- Adult Learning Styles

Composition of the Universal Team by Role

- Administrators
- Curriculum/Assessment Director
- General Education Classroom Teacher
- Special Education Teacher
- Behavior Specialist/Guidance/Psychologist
- Reading/Literacy Specialist and/or Title I Coordinator
- Family Member
- Para-educator

Charges of the Universal Team

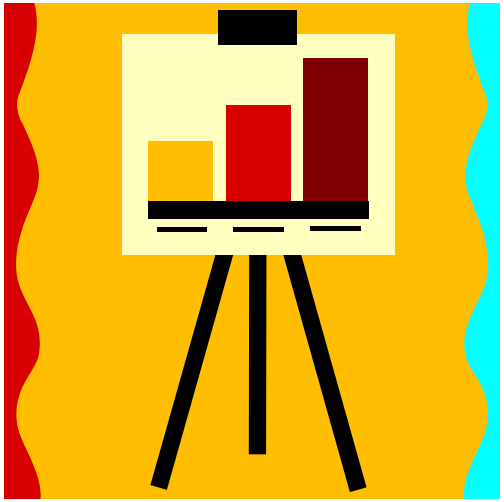
- Create school definition of RTI
- Establish commitment for school
- Establish baseline for school
  - Literacy Instruction – PET-R
- Create an Action Plan
- Establish RTI Processes
  - Tools
  - Schedules

Self-Assessment

- Smart decisions for scheduling
  - Classroom
  - Specials (Art, Music, PE)
  - “Extras”
- Protected Time

Screening

- Limited data used for decision making
  - Just DIBELS
- Too much data collected without analysis
  - Student
  - Classroom
  - School-wide



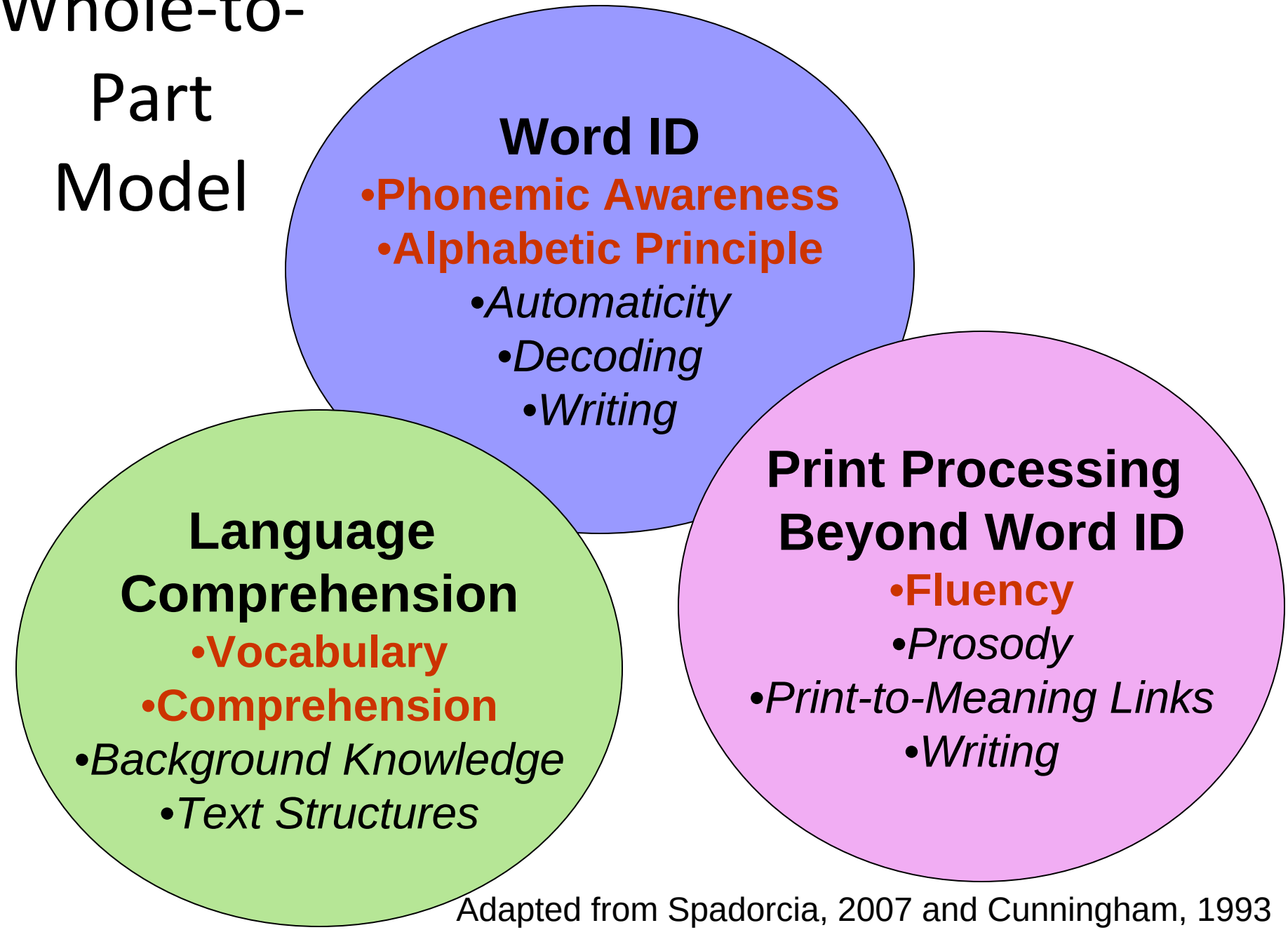
Establish, Implement and Monitor School-wide Curriculum for Literacy Instruction

- Model won't work without high-quality instruction in every classroom
- Moving students to higher tiers before examining universal instruction for fidelity
- Horizontal and vertical alignment
  - different from scope and sequence
- Shifting focus from student to intervention

Evaluating the Core Curriculum

- Use data!
- Guide to evaluate curriculum across and between grade levels
- Aligned with NH DOE Frameworks

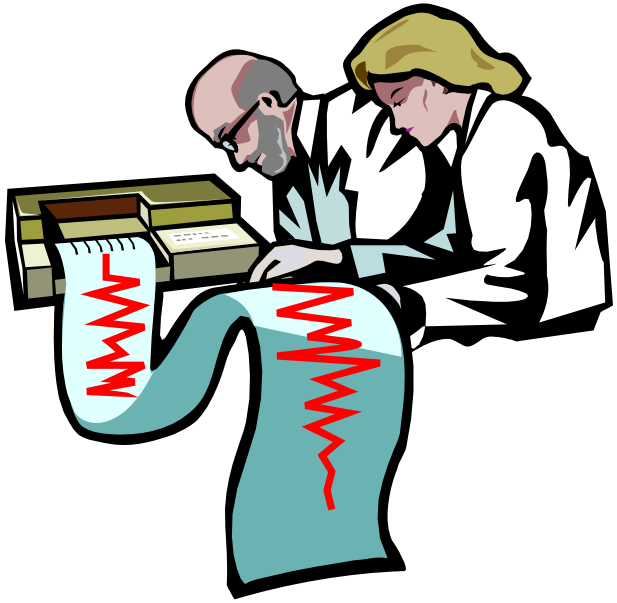
Whole-to-Part Model



Adapted from Spadorcia, 2007 and Cunningham, 1993

Establish and Monitor for RTI

- Using appropriate data to make criteria decisions
  - Progress monitoring Tools
  - Data analysis



More lessons learned: Grades 4 and up

- Teachers not equipped to teach beginning reading
- Infusion of literacy into the content areas
- Benefits of a reading specialist at that level
- Understanding beginning reading development is helpful
- Sustained silent reading (with support)
- Appropriate resources (e.g., texts at their reading level)

Why this is hard and messy work

- We have to CHANGE:
  - How we're thinking about students
  - How we're evaluating our own practice
  - What we do in our classrooms
- It takes a long time
  - Setting up the structures
  - Providing support
  - Figuring it out

Teachers' Evaluation of the School-Wide Reading Program

- PET-R
- Anonymous Responses
- All staff
  - Classroom Teachers
  - Related Services
  - Paraprofessionals
  - Administrators

Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Revised

(PET-R)

Revised May, 2003

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*Based on: Sugai, G., Horner, R., & Todd, A. (2000). Effective behavior support: Self-assessment survey. Eugene, OR: University of Oregon.

Components of the PET-R

- **Goals**
- **Assessment**
- **Instructional Programs and Materials**
- **Instructional Time**
- **Differentiated Instruction, Grouping, Scheduling**
- **Administration, Organization, Communication**
- **Professional Development**

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Internal/External Auditing Form

0	1	2
Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
I. Goals, Objectives, Priorities – Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.	
Goals and Objectives: _____1. are clearly defined and quantifiable at each grade level.	
_____2. are articulated across grade levels.	
_____3. are prioritized and dedicated to the essential elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading (x 2).	
_____4. guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions) (x 2).	
_____5. are commonly understood and consistently used by teachers and administrators within and between grades to evaluate and communicate student learning and improve practice.	

_____/14 Total Points _____%

Percent of Implementation:

7 = 50% 11 = 80% 14 = 100%

Analysis of PET-R Data

- Summarize total data set
  - 85% is considered full implementation
- Consider 3 areas with lowest scores
  - Look at individual items
  - DATA-BASED Decision making
- Look at data according to groups
  - Grade levels (K-3, 4-6)
  - classroom teachers, non-classroom teachers

V. Differentiated

	Average	Range	Max	0	1	2
Student	1.1	0 to 2	2	10	19	16
Instruction	1.2	0 to 2	2	6	26	13
Additional	1.0	0 to 2	2	8	28	9
Group size	0.8	0 to 2	2	10	32	3
Cross-class	0.7	0 to 2	1	16	29	0

_____1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.

_____5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.

ABC Elementary School PET-R Fall, 2008	**Goals**	**Assessment**	**Instructional Programs and Materials**	**Instructional Time**	**Differentiated Instruction, Grouping, Scheduling**	**Administration, Organization, Communication**	**Professional Development**
Non Classroom Teachers (11)	51%	78%	41%	53%	51%	59%	66%
Kindergarten Teachers (4)	48%	76%	70%	34%	43%	50%	47%
1st Grade Teachers (4)	70%	76%	70%	36%	58%	67%	66%
2nd Grade (4)	50%	66%	42%	36%	48%	65%	66%
3rd Grade Teachers (4)	64%	68%	30%	34%	55%	66%	66%
Average	**56%**	**73%**	**51%**	**39%**	**45%**	**62%**	**57%**

Creating an Action Plan using **Literacy Universal Team Checklist** (LUnTCh)

- Team Processes
- Current Practices
- Next Steps
  - Action Plan

LUnTCh

- DRAFT Document

- Process
  1. Establish common understanding of terms
  2. Work independently
  3. Teams: Look for consensus

Establish Commitment

- Is your school ready to take this on?

Establish and Maintain Team

- Are the right people sitting around the table?
  - Knowledgeable
  - Willing and Able Participants
  - Credible
  - Politically positioned
- Do you have what you need to work collaboratively?
  - Ground Rules
  - Decision-making rules

Self-Assessment

- What do we know about?
  - What we have done
  - What we are doing
  - What we plan to do

Screening

- Are ALL children screened at the beginning of the school year?
- Training needs for staff
- Criteria
- Schedule

Establish, Implement and Monitor School-wide Curriculum for Literacy Instruction

- Reviewing and selecting Core curriculum for instruction
- Teacher Professional Development
- Fidelity of Implementation
- Protected Time

Establish and Monitor for RTI

- Are the processes and policies in place to establish RTI?
- Tools and Strategies
- Use the data

Resources

- NH Literacy Action Plan
- The IRIS Center (http://iris.peabody.vanderbilt.edu)
- RTI Action Network (http://www.rtinetwork.org)
- Institute on Disability, UNH (Http://iod.unh.edu/nhresponds.html)